

Access, Equity, and Opportunity

We know what 4-H can do in the lives of young people. Now, more than ever before, we must ensure that 4-H serves all communities by providing equitable access and opportunity for all youth, volunteers, and staff. We must be aggressive in reaching un-served, under-served, and under-represented children and their families and in leveraging our extensive networks and technology to help people make decisions and solve problems.

International

USDA/ARMY School-Age and Teen (ASA&T) Project

Situation:

The children of U.S. Army soldiers face additional challenges beyond what their peers in non-military families are facing. On average, Army families move every three years — some more often depending on their parent's primary job in the Army. This means that Army youth deal with numerous transitions between peer groups, schools, communities, and, oftentimes, cultures. Army youth often have to live with the fact that one or more parents can be deployed to another state or country for months at a time, causing increased stress to the youth — all of this while dealing with the “normal” societal and developmental challenges of adolescence. The numerous transitions that Army youth face have made it difficult for Army youth to get involved in 4-H in the first place, and certainly difficult to participate in 4-H for consecutive years.

There are 127 Army installations around the world and almost 459,000 Army youth. Most Army installations have a Child & Youth Services program, encompassing the Child Development Centers for children ages 0-5, School-Age Services for children ages 6-10, and Youth Services for youth ages 11-18.

Program Description:

In 1995 the U.S. Army and USDA/4-H joined together to create the USDA/Army School-Age and Teen (ASA&T) Project. The Army had realized that it needed to bring a youth development approach to its programming. Instead of re-inventing the wheel, they looked around for an organization with expertise in the area of youth development. More than 20 Extension personnel from around the country were hired onto the project and were stationed in teams of three (two youth development specialists and one technology specialist) at Army Major Commands around the world to assist Army installations in implementing baseline youth development programs. Specialists maintain their relationship with their home university, and the universities agree to re-employ the specialists when their term on the Project ends. The Army believes that 4-H clubs can help meet the challenges that youth face by providing: positive peer groups with caring adults; a place to meet new friends with common interests; a safe

environment to explore new activities and ideas; opportunities to build various skills and competencies; and community programs that allow for community, group, and individual needs and interests. Having a 4-H club at each installation also provides for predictable services for youth as they move from one installation to another.

The goal for the 2001 fiscal year was to establish at least one active 4-H club at each Army installation around the world. Currently there are 66 active 4-H clubs on Army Installations. For the 2002 fiscal year the Army established the goal of having five 4-H clubs at each installation. These include a 4-H community club, 4-H photography club, 4-H fine arts club, 4-H technology club, and a 4-H community service club. These were selected because they can be integrated in with Army baseline programs and service areas.

Stakeholder Satisfaction:

Initially the USDA/Army School-Age and Teen Project was funded for 5 years. Because the Army saw tremendous value in having Extension personnel working with the Child & Youth Services Programs, and USDA realized benefits for the 4-H program, the project was extended through 2005. Twenty-two full-time Extension personnel work on the Project, and 6 people spend a portion of their time on the Project.

Each year, specialists provide at least two one-week site visits to each Army installation and provide technical assistance in a number of areas, including helping to facilitate the connection between the installation and the local 4-H Agent. Specialists have provided an entrée for Extension agents to get on to the Army installations and to be able to increase the numbers of youth involved in 4-H.

Accomplishments and Impacts:

Through the USDA/ASA&T Project, 4-H has been able to reach out to audiences that had not been previously reached. Through this concentrated and purposeful effort, Army 4-H clubs have grown from minimal numbers to approximately 66 clubs in 2001. Future plans include high hopes for the number of clubs to increase to more than 600. In turn, Army youth are now able to participate in 4-H, no matter where they live in the world, and all of the opportunities available to 4-H'ers are now available to them. Participation in 4-H gives them a club to which they can belong and something to look forward to as they move every few years.

Also during 2001, two Army/4-H Planning Conferences were held, reaching more than 160 participants who came together to develop strategic plans to implement and expand 4-H clubs on Army installations. A Moving Ahead: Adolescent Growth and Development Training was provided for Army staff. The Moving Ahead curriculum has been juried and is now available throughout Extension through CCS.

Resource Commitment:

CSREES/USDA provided more than \$227,000 for two Army/4-H Conferences; for Moving Ahead: Adolescent Growth and Development training for Army staff; and for the development of a blueprint on how to establish 4-H clubs on Army installations. The U.S. Army provided \$2,100,000 in support of the Project staff and materials in 2001.

Collaborators:

For this project to be a success, many organizations have had to play a part. On the Extension side, USDA/4-H has provided funding, leadership, and administration; land-grant universities have provided staff to work on the project and administrative support; state 4-H leaders have provided support; and county Extension 4-H agents have provided the technical support and guidance to get 4-H clubs started in their counties. On the Army side, Department of the Army Child & Youth Services headquarters provides funding, leadership, and administration; Major Commands provide work space for specialists and support; and installation staff provide the staff that actually implement the 4-H clubs.

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*Nevada***Project MAGIC (first-time juvenile offenders)****Situation:**

Nevada has the third highest per capita juvenile incarceration rate in the country, costing taxpayers an average of \$30,000 per year for each juvenile offender. Several Nevada studies indicate that taxpayers support prevention programming. In a survey of Nevada's rural counties, 71 percent of the local population indicate support for increased spending for programs that might prevent juvenile crime. A statewide survey of adjudicated youth in state-run detention facilities found that few alternatives to detention exist.

Program Description:

Project MAGIC (Making a Group and Individual Commitment) is designed for teens just entering the juvenile justice system or juveniles with low-incident rates. The program teaches the necessary skills to get them out of the system and become productive members of society. Each year, 100 participants in three rural counties meet in small groups during 10-week sessions to learn communication and conflict resolution techniques. The program was also adapted to the Las Vegas urban environment, where 2,500 youth encounter probation each month, to the Duck Valley Indian Reservation and two other communities in northern and central Nevada.

Stakeholder Satisfaction:

More than 500 youth have graduated from the original three rural counties; during the first year of the Las Vegas Project MAGIC program, 63 teens graduated. The program is mandated for offenders' parents as well. The parent sessions include the same skills the youth are learning so that parents understand the changes their children are going through. Parents are urged to practice these skills at home.

Accomplishments and Impacts:

A study of more than 100 teen graduates of Project MAGIC shows that they increased their skills in decision making, conflict resolution, goal setting, and communication. Follow-up interviews of youth a year later reveal they are using program strategies to stay out of trouble. In Las Vegas, Juvenile Probation reports that only two “alumni” exhibited behaviors serious enough to warrant increased levels of involvement or reinvolved with the judicial system. Ninety-five percent of the parents of juvenile offenders took part in educational meetings; they reported significant gains in their parenting knowledge. Furthermore, the juvenile incarceration rate in counties that offer the program rapidly declined, saving taxpayers the high cost of incarceration. The program received the 1997 National Award for Excellence at the National Rural Institute on Alcohol and Drug Abuse from the Center for Substance Abuse Treatment, U.S. Department of Health and Human Services.

Resource Commitment:

Funding is from the USDA’s Children, Youth, and Families at Risk Fund; a \$100,000 grant was awarded as part of \$8 million given by the U.S. Justice Department to prevent and control youth violence and substance abuse among Native American youth.

Collaborators:

Same as above, plus local juvenile probation departments, schools, parents, volunteers, businesses, and other university colleges.

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Other Base Program Areas This Program Applies To:

Leadership & Volunteer Development

Oregon

4H-Latino Outreach

Situation:

In the decade of the 90s, Oregon's Latino(a) population increased by more than 160%. Despite soaring numbers of Latino(a) youth entering public schools, Latino(a) participation in 4-H continued to be minimal. An internal needs assessment was conducted in early 1996 to identify what factors limited 4-H in its outreach to Latino(a) communities and what supports were needed to bridge those barriers. Based on the findings, the Oregon Outreach Project was designed.

Program Description:

Oregon's Latino(a) communities are found in both rural and urban areas. Most youth are first or second generation, and few participate in mainstream youth activities or in extracurricular activities at school. Major barriers to their participation are the lack of bilingual program staff and the failure of organizations/schools to deliver culturally sensitive programs.

The Oregon Outreach Project is focused on increasing the ability of the Oregon State University Extension 4-H Youth Development Program to connect with and involve the Latino(a) community in the design, implementation, and evaluation of educational programs for Latino(a) youth. The project incorporates efforts at both the state and local level. At the state level the project provides leadership, training, and technical assistance and serves as a central point of contact for all 4-H county staff engaged in outreach. The project collaborates with departments and programs on campus and with Latino(a) and Latino(a)-serving organizations to further its objectives. The project also works to increase the diversity of Extension staff.

At the local level the project provides funding to four counties that serve as demonstration sites. Local staff work in partnership with Latino(a) communities to design, implement, and evaluate culturally appropriate programs. Programs are built from the ground up. Bilingual/bicultural staff members lead outreach efforts that include the design of programs, the development of a Latino(a) adult volunteer base, and the formation of community coalitions to support the positive development of Latino(a) youth. While the majority of financial support has been given to the demonstration sites, the training and technical assistance provided by the project extend to all 4-H staff and interested staff from other Extension programs.

Through their participation in local 4-H outreach programs, Latino(a) youth develop life skills, including leadership, communication, and computer skills, and strengthen their cultural identity. They also contribute to their communities through community service activities. Parents and other family members are introduced to informal educational opportunities for their youth and are given assistance to develop the leadership skills they need to become more active in the greater community as advocates for the positive development of Latino(a) youth.

Stakeholder Satisfaction:

Total staff commitment to the project is 3.8 FTE, including state staff as well as personnel in the four demonstration counties. Four of the positions are filled by bilingual/bicultural staff. Programs have been designed locally in partnership with Latino youth and adults and thus vary considerably. They include after school programs, a Latino(a) drop-in center at a middle school, mentoring programs, and 4-H clubs featuring cultural arts, soccer, videography, and leading-edge computer and web technology. The response to 4-H outreach efforts has been positive. Evaluation data from specific programs show that families overwhelmingly appreciate the opportunities provided for their children and themselves. The willingness of adults to work as volunteers is another demonstration of their satisfaction.

Accomplishments and Impacts:

In its first four years, the project has involved more than 1,300 Latino(a) youth and 150 Latino(a) adults in educational programs. In turn, 250 Latino(a) adults and 145 Latino youth have contributed more than 3,600 hours of volunteer time in their communities. In the three

original demonstration counties, the percent of 4-H enrollment represented by Latinos(as) jumped from 5% in 1997 to 13% in 2000.

Significant benefits have accrued for staff as well. The diversity of 4-H staff has increased. Culturally specific training has been provided regularly to 4-H staff and staff from other Extension program areas. Support materials have been developed for programs, including the publication *Recruiting and Supporting Latino Volunteers*, a 4-H promotional video in Spanish (in production), the Oregon Outreach website, and various curricula.

Resource Commitment:

A five-year state strengthening grant from CSREES has provided the bulk of the financial support for the project. However, the state 4-H program has provided 1.35 FTE of professional staff time, and approximately \$217,000 has been raised at the local level to support programs.

Collaborators:

Extension staff at the state and local level have formed partnerships with more than 50 agencies and organizations with Latino(a) interests. These have included many new partners, such as the Mexican consulate, the Mexican Sports Federation, an Hispanic chamber of commerce, etc. The project also collaborates internally with other Extension programs and departments on the Oregon State University campus.

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Other base program areas this program applies to:

4-H/Youth Development, Leadership & Volunteer Development

Pennsylvania

4-H At Red Rock Job Corps Center

Situation:

The Sullivan County extension office worked for more than 10 years to establish Extension programming services at the local Job Corps center located in the county. Red Rock Job Corps Center houses 200 at-risk youth who rotate out of the facility every 18 months. Sullivan County census data indicates that the majority of the minority population residing in this area lives at the Center. Red Rock statistics indicate that nearly 85 percent of these youth, ages 14 to 21, are non-white. The youth come from diverse backgrounds, and most are high school drop-outs.

Program Description:

Four years ago, a Sullivan County Extension Agent started conducting family living programs such as the Super Cupboard, and nutrition and financial programs with youth at the Center. Last year, six 4-H clubs were established at the Center. The major challenge faced by the agent was the limited knowledge and experience level of the 30 youth participants and 6 leaders expressing interest in these program opportunities. Only two youth and one leader had any knowledge of the

4-H program. Both leaders and youth were oriented on 4-H and the projects they would be undertaking. A volunteer was recruited to be the 4-H contact at the Center. The 4-H agent met with the leaders in group and one-on-one training sessions, attended several of the 4-H meetings, and spoke about 4-H so that the students could become more familiar with the 4-H program. The youth previously involved in 4-H were also asked to speak about their 4-H experiences. The 4-H clubs are now in the second year of operation at Red Rock, with 10 project clubs and more than 100 students participating.

Stakeholder Satisfaction:

The agent spent about 20 days during the first year working on this initiative with the Job Corps. During the second year, the agent spent 10 days because the county commissioners provided funding for a part-time summer assistant for at-risk youth who covered much of the work at the Center. The youth involved participate in a minimum of six 4-H meetings that meet once a week during June and July. Four-H projects offered in 2000 included gardening, canning, leadership, and healthy lifestyles. Projects offered during 2001 included gardening, canning, crafts (2), leadership, wildlife, bird watching, archery, and hiking. The Center was pleased with the increased publicity, as well as the unique offering of 4-H programs — something other centers were not providing to youth participants. They committed an increase in funds to support these activities after the first year. Youth were also happy to have activities in which to participate during their free time. One youth won a blue ribbon at the fair and was overcome with emotion when he received a ribbon.

Accomplishments and Impacts:

During year 2000, sixteen youth completed 4-H projects and reported learning at least two life skills during the project. During year 2001, enrollment increased three-fold from word-of-mouth among the students about their involvement with the 4-H program. The Center and county commissioners earmarked county dollars to support the 4-H program at Red Rock. Legislators also commented on 4-H outreach to the center after viewing participants' displays at the Sullivan County Fair.

Resource Commitment:

County commissioners funded a part-time summer 4-H assistant at a cost of \$1,500. The Center paid overtime to their staff who volunteered to be leaders, purchased archery equipment and supplies for all the clubs, and funded awards at \$5 per participant.

Collaborators:

Women, Infant, and Children Services; Red Rock Job Corps Staff and Administration; County Commissioners, Extension Administrators

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Other Base Program Areas This Program Applies To:

Natural Resources & Environmental Management; Nutrition, Diet, & Health; Agriculture; Leadership & Volunteer Development; 4-H/Youth Development

Texas (1890)

Teen Leadership Connection Program

Situation:

A number of youth development curricula exist within the Cooperative Extension System; however, there is a gap in curricula that are specifically developed for urban/inner-city minority populations. To narrow this gap, in 1997 the Cooperative Extension Program (CEP) at Prairie View A&M University partnered with several agencies in providing resources to develop the Teen Leadership Connection (TLC) curriculum. The curriculum provides a comprehensive, culturally sensitive approach to educational and entertaining activities that reflect today's youth culture.

Program Description:

The City of Houston and the Federal Urban Enhanced Enterprise Community's (EEC's) boundaries encompass much of the city's inner core. Fully 42% of the families within these boundaries exist below the poverty rate.

The consequences of inner-city poverty have been well documented. Vandalism, drug dealing, and violence are common. Low aspirations, poor education, unemployment, drug addiction, frequent illness, and early deaths are the norms. Because of these norms, it is difficult for parents to give their children the independence they need to become responsible, self-reliant leaders in their communities. A review of related research on inner-city youth focuses on the need to foster attributes of leadership development through preventive educational models. TLC provides such a model for inner-city youth.

Local grassroots community advisory groups assisted in identifying the goals, implementing, and monitoring the TLC program. The benefits of the program were: (1) enhanced understanding of leadership development and career opportunities; (2) experience relative to college life and higher education; (3) appreciation of natural resources and environmental conservation; (4) acquired knowledge in personal, social, and interpersonal relationships; and (5) the promotion of practices and habits necessary for a healthy lifestyle.

Stakeholder Satisfaction:

The CEP committed 4.5 FTEs to the TLC program. The TLC program involved middle school students, with high school students serving as mentors. The TLC curriculum is based on the theory of developmental conceptualism, which perceives that human behavior is stimulated by biological and social influences. More than 60 contemporary interactive lessons in eight modules focus on several critical, educational, and public impact issues: cultural diversity, conflict resolution, social skills, leadership development, life skills, community service, and entrepreneurship. TLC lessons contain hands-on activities and visuals. To coincide with the lessons, a weekend community bike club was implemented to teach youth about bicycle safety and promote family involvement.

To achieve stakeholder satisfaction, the CEP established relationships with members of the community, and a TLC Advisory Board consisting of youth and adults was established. The board identified specific and attainable needs of youth that TLC could readily address.

Accomplishments and Impacts:

From 1997-2000, 780 middle school students and 247 high school students participated in the TLC program and became enrolled 4-H'ers. Youth participated in the following CEP activities:

- *H.S. Estelle 4-H & Youth Camp*

Students attended this camp for one week and were involved in creative arts, horseback riding, woodworking, solar cooking, swimming, and fishing.

- *Leadership Retreats*

The retreats focused on leadership, team building, communication, conflict resolution, and cultural diversity. The mentors learned how to serve as role models and received TLC curriculum training.

- *Youth Entrepreneur Symposium*

TLC students participated in two national symposiums and learned the ins and outs of running a successful business.

- *Weekend Community Bike Club*

To coincide with the lessons that were taught during classroom activities, students met twice a month on Saturdays.

The following accomplishments have taken place to ensure program expansion: 4-H staff from 20 states have been trained to utilize the TLC curriculum; six states participated in a regional training; TLC curriculum is now in Spanish and was accepted into the National Collection of 4-H Youth Development Curricula in October 2000.

A total of 263 urban youth participated in the TLC program evaluation, with the following findings: 80% improved leadership skills; 75% improved grades; 85% of the teen mentors pursued education beyond high school; 83% improved skills in managing conflicts; 35% lowered their level of delinquency rate; 72% improved personal and 53% improved social competencies.

Resource Commitment:

The Cooperative Extension Program received a grant from the Houston Enhanced Enterprise Zone in the amount of \$400,000. In addition, the CEP provided more than \$400,000 in in-kind matching support.

Collaborators:

The Cooperative Extension Program partnered with the following organizations; City of Houston Enhanced Enterprise Zone, Community Revitalization Cooperation, Houston Independent School District, and local community based organizations.

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Other base program areas this program applies to:

Natural Resources & Environmental Management, Leadership & Volunteer Development

Arkansas

Youth at Risk School Enrichment Program

Situation:

This pro-social, youth at risk program began as a need identified by the 4-H & Youth committee of the Extension Advisory Committee. They felt that our youth were lacking in pro-social behavior due to busier family schedules, both parents working outside the home, and more single parent families. These changes in the family structure have had a significant impact on our community through high rates of teen pregnancy, juvenile delinquency, school dropouts, gang activity, youth crime, etc. Since these problems were not being addressed in the home, it was assessed to be the responsibility of the community to help educate our youth. To address problems of this nature, it was decided to reach youth at a junior high age.

Program Description:

This program was presented as an eight-hour school enrichment program at an urban junior high school with an enrollment of 510 students in the seventh grade. The program consisted of two general assemblies and 16 seminars, covering such issues as Self Esteem, Teen Pregnancy, Sexually Transmitted Disease, Aids, Gangs, Youth & The Law, Suicide, Coping with Death, Substance Abuse, Drinking and Driving, Child Abuse, etc. Seminar speakers included educators from City and State Police Department, Attorney Generals Office, County and State Sheriff's Department, Health Department, Access, RAIN (Aids), Juvenile Court, etc. General assembly speakers included Miss Arkansas, speaking on Goal Setting and State Senator Brenda Gullet speaking on Being the Best You Can Be. 4-H'ers performed with vocal entertainment during assemblies and assisted with introducing speakers and serving lunch. After a general assembly, students rotated through five of the seminar sessions selected by classroom teachers in team groups. The day ended with a general assembly and motivational speaker.

Stakeholders Satisfaction:

This was a community collaborative effort between the Extension Service, local school administration, teachers and community agencies, with Extension Service taking the lead role in planning and coordinating the program. After meeting with the committee, the County Agent-4-H and two 4-H program assistants planned the program, scheduled speakers, arranged for refreshments, lunch and speakers gifts and wrote a grant for \$800 to cover the cost of the program. The school arranged for facilities, divided the students into seminars and printed programs. The local media gave excellent front-page coverage on the activity. The teachers were impressed with the quality of the program and very enthusiastic about conducting the program next year, where the students will have the opportunity to participate in different seminars. The program has been conducted in two other schools for three years each, giving the students the opportunity to be involved in each seminar. Positive comments have been received from students in the program and still receive comments from students in past programs.

Accomplishments and Impacts:

This year we reached 510 students in the seventh grade of a predominately black low-income area of the city. Before that we reached 400 students each year for three years for a total of 1200 students in another junior high school that was an urban, predominately black, low income student body of seventh through ninth graders. The first classes consisted of around 600 10th through 12th graders each year for a total of 1800 students in a high school that is a predominately white mixture of urban and rural students. These students with the guidance of trained professionals assessed the advantages and disadvantages of being in gangs, taking part in unprotected premarital sex, drug and alcohol abuse, and juvenile crime. Student feedback indicated an improvement in these areas.

Resource Commitment:

This program has been financed through a grant from the city of Pine Bluff from their Youth Services Grant Funds and United Way Funds through the 4-H program. The first three programs were financed by donations from local interested businesses and individuals and secured by members of the committee.

Collaborators:

This was a collaborative effort of the Cooperative Extension Service, Local Agencies, Community Leaders, 4-H Teen Leaders, Teachers, and School Principals.

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Other base program areas this program applies to:

Community Resource & Economic Development, Leadership and Volunteer Development
Nutrition, Diet and Health, 4-H/Youth Development

Illinois

Creating Supportive and Integrated Environments for Transitional Youth

Situation:

Project NOW is a community action agency in Rock Island IL that services individuals in Rock Island, Mercer, and Henry Counties. It offers a program for homeless transitional youth. The youth in this program are individuals that have no resources for meeting their basic needs of: food, shelter, safety, and belonging. In conjunction with Project NOW staff with the aid of University of Illinois Extension developed a two-phase integrated program. The two phases were staff development and individual educational programs concentrating on parenting, nutrition, and life skills. Goals: Develop a positive attitude in working with youth; Learn to apply how to create and maintain a positive and affirming environment for youth utilizing the Circle of Courage; Learn how to assess youth needs and provide programs respective of those.

The ecological framework guides the development of Creating Supportive and Integrated Environments for Transitional Youth and allows us to put children and families at the center of attention and provides a comprehensive model for intervention and research. An ecological perspective views human development as a dynamic, reciprocal process and locates the individual not only within a family system but also in interaction with other such social systems as the agency and housing complex (Bronfenbrenner, 1979, 1989). Bronfenbrenner's ecological approach provides a systematic way to explore human development through the characteristics of the individual, those with whom the individual has immediate contact, and more distant sociocultural influences. Development is seen as a relationship between the individual and five different ecosystems: microsystem, mesosystem, exosystem, and macrosystem.

The microsystem is a “pattern of activities, roles, interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics” (Bronfenbrenner, 1979, p.22). This system is where the participant directly interacts with others in a particular setting. In this project, microsystems of interest include (1) the family system, (2) the system of participants, and (3) personnel with whom the participants interact on a weekly basis. The mesosystem involves relationships and influences of other microsystems on individual perceptions in that setting. For the participants, the mesosystem includes (1) the relationship between the families and agency. The exosystem contains the process between two or more settings, but at least one of the settings does not contain the individual. For the participants, the exosystem would be the staff training, connections among families, and the workplace for the youth. The macrosystem is composed of the cultural milieu, which encompasses the other three systems: micro, meso, and exo. The macrosystem incorporates the broad ideological values, norms, and institutional patterns of a particular culture.

Program Description:

The target audiences for this integrated program are caseworkers from Project NOW and the youth in transitional housing. The participants are both urban and rural from the three county areas. The issues facing the staff were lack of knowledge and understanding of ways to create supportive environments for youth, lacking professionalism, the ability to integrate their learning with their work with the clients. The issues facing the youth in transitional housing were food preparation, financial management, life skills development, parenting, time management, and communication skills. Assessment of these needs were conducted through the Caseworker Manager, informal needs assessment with the caseworkers, and informal focus groups with the youth in transitional housing.

Stakeholder Satisfaction:

6 The caseworkers	50% FTE
2 Extension Educators	20%
1 CYFAR Project Coordinator	10%
1 Caseworker Manager	30%

Accomplishments and Impacts:

The transitional youth have developed better relationships with their caseworker and have increased their understanding of the caseworkers role. They actively participate in food preparation and discussions on parenting.

In addition, University of Illinois Extension staff conducted informal focus groups to find out what recipes have been used in the home and what modifications had been made, if any. Also, there was follow-up to the parenting and life skill components to find out what was working and what was not.

The caseworkers through the staff development training began to understand supportive environments for youth and how to create a sense of belonging. With this knowledge, caseworkers began to change their attitudes and integrate specific concepts learned when interacting and assisting the youth. Caseworkers commented in several of the sessions after learning about supportive environments that they “now understood why certain clients acted the way they did.” The caseworkers now treat each individual case a little differently, understanding that all circumstances are not the same. Evaluation components were created so the Case Manager could evaluate the caseworkers and their work with their clients. Each nutrition lesson consisted of a pre and post-test as a way to measure what was learned. Future plans include integrating Cloverbud Curriculum with the individuals who provide childcare for children of the transitional youth.

Resource Commitments:

External funds were generated from a HUD grant that was written by Project NOW. University of Illinois Extension Staff were allocated approximately \$8000.00 for educational purposes. The facility where the sessions were held for the caseworkers and youth were reserved by Project NOW.

Collaborators:

The educators that are involved from the University of Illinois Extension are comprised of a youth development educator (Ancilla Parducci), Nutrition and Wellness Educator (Vance Debruine), and the CYFAR Project Coordinator (Al Zwilling). They worked in conjunction with the Case Manager (Mary Jo Black) from Project NOW.

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C.A.R.E.S. (Crawford's After-School Reaches Everyone's Students)

Situation:

- The Indiana Statewide Testing for Educational Progress (ISTEP) results showed that 43% of Crawford County students scored below the state educational standard in Math and English/Language Arts.
- The Crawford County Community Schools have a grade retention rate of 8.7% and a 49.7% cumulative dropout rate per 1,000 students in grades 7 - 12.
- Twenty-three percent of youth ages 16 - 19 are not enrolled in any type of educational program, exceeding the state rate of 11.4%.
- Many of the youth in Crawford County are placed at risk for academic failure due to numerous social and economic factors:
 - 20.6% of the children under 18 years of age live below the federal poverty rate with an additional 21.7% living between 100% and 200% of poverty.
 - 32.3% of children live in single parent households and 62% of these families live in poverty.
 - Crawford County ranks first in the State of Indiana in unemployment (9.9%) and last in Per Capita Income (\$10,251).
 - 50.5% of the adult population age 25 and older lack a high school diploma or equivalent.
 - 65% of the school age children live in households where all the adults present are working outside the home.
- The majority of low-income children remain inside the county borders throughout their developmental years. This fact, coupled with the high poverty rate for families with children, contributes to the low educational achievement level for Crawford County students.

Program Description

The Crawford County Office of the Purdue Cooperative Extension Service joined forces with the Crawford County School Corporation and various community organizations and local citizens to design and implement an extended day educational program during the school year and a comprehensive enrichment program for the 16-weeks that school is not in session. After piloting the concept, Sharon K. Broughton, Extension Educator, wrote a grant proposal to the U.S. Department of Education and was awarded a three-year 21st Century Community Learning Center grant for a total of \$3.1 million. During the 2000-2001 school year, the 4-H After School program named the new after school program: C.A.R.E.S. (Crawford's After-school Reaches Everyone's Students) and offered the daily after-school enrichment/tutoring program at the five elementary schools and the junior high school.

Stakeholder Satisfaction:

Community support is strong for the C.A.R.E.S. program. It is not unusual for the County Extension Director or the C.A.R.E.S. Program Director to be stopped at a public gathering by a parent, grandparent, or teacher, and be told about the impact that the C.A.R.E.S. program is having. At the recent regional basketball tournament a teacher said, "This program is really

working! We are reaching and helping students that we can not spend the extra time with during classroom instruction and it is really making a difference for these kids. I hope we can continue the program."

Accomplishments and Impacts:

During the first week of April 2001, the classroom teachers completed a survey on each of their students enrolled in the C.A.R.E.S. program. The surveys revealed to following results:

Attribute Measured:	Over The Past Six Months, Student Has:		
	Demonstrated Improvement	Shown No Measurable Improvement	No rating
Turning in his/her homework on time	66%	32%	2%
Completing homework to teachers satisfaction	60%	37%	3%
Participating in class	65%	30%	5%
Volunteering (e.g., for extra credit or more responsibilities)	55%	40%	5%
Attending class regularly	66%	27%	7%
Being attentive in class	60%	36%	4%
Behaving well in class	61%	32%	7%
Had classroom academic performance that was satisfactory or better	72%	28%	0
Coming to school ready/prepared to learn	66%	31%	3%
Getting along well with other students	64%	31%	5%

Resource Commitment:

Crawford County Office of the Purdue Cooperative Extension Service, Crawford County 4-H Club Council, Inc.,
Indiana Department of Mental Health - Alcohol, Tobacco, & Other Drug Prevention Education,
Crawford County Community School Corporation, U.S. Department of Education

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Maryland

People Empowering People (PEP): Building a 4-H Club Program through State Strengthening

Situation:

In 1999, Charles County, Maryland became the site for a CYFAR State Strengthening project whose subtitle was "Building Strong Communities in Maryland". The decision was made to implement the program in the school district of Dr. Samuel Mudd Elementary School, St. Charles. This community was the first development of a planned community started in 1965. The total community is still only half-complete, but this particular neighborhood already suffers from vacant buildings, minimal local business, and few well paying jobs. Consequently, the community has a high sense of anomie, and the school, which includes the largest percentage of families with children eligible for free and reduced lunches in the county- 63%, are in desperate need of relief from overcrowding.

Program Description:

The "**People Empowering People**" (PEP) program is a leadership development program of 10 sessions offered to local residents. The goal is for residents to develop skills leading them to identify their own leadership styles and skills, and then developing a program to benefit their community. One of the goals that the first group selected was to improve opportunities for youth in the community and the school. The PEP Coordinator and the Extension Educator developed an initial plan for the site, based on the expressed needs and interests of the group. This plan exposed the children to the 4-H program and a variety of activities, as well as presented some models of 4-H programs that might be appropriate for this particular audience. A component of each program was nutrition and fitness.

Stakeholder Satisfaction:

A program such as this has been long desired for the urbanized area of Charles County. County Commissioners have been requesting Cooperative Extension to develop programs for the Waldorf- St. Charles Community, particularly for the youth program, for several years. The Extension Advisory Council has also suggested programming for this area, and several members of the 4-H Volunteer Association have supported the effort. This effort is a pilot program for organizing actual 4-H clubs **through** the schools to be held **in** the schools, but supported by a true volunteer structure in an **after** school program.

Community members, parents, school staff, and 4-H staff believe that this is a long overdue effort, that will be the beginning of a strong program to help disadvantaged youth benefit from the high intensity 4-H activities, that have been so valuable to so many youth for 100 years.

Accomplishments and Impacts:

Eighteen youth and three volunteers are now enrolled in 4-H from the Dr. Mudd community. The volunteers have completed the PEP program and are in the process of completing their MCE

volunteer training. Six youth learned new skills while participating in the 4-H camping program this summer and 12 youth will be first time exhibitors at the county fair this fall. Four adult and three teen volunteers from other 4-H clubs have presented programs and activities for these youth offering mentoring to the volunteers while doing so.

The new Extension Educator made the area a priority, resulting in the formation of two other new clubs in St. Charles along with the Dr. Mudd program. One of the former is a club of home schooled youth, a growing audience in the 4-H program.

Resource Commitment:

The primary staff effort for this project has been in identifying volunteer resources and presenting several introductory programs for youth and parents. It is estimated that through the end of the year, the project will involve .05 FTE (combined) The volunteer effort, by both teens and adults, is estimated to be approximately 35 hours, valued at over \$500, which will double by the end of the 4-H year. Additionally, contributions of supplies and food are about \$200, but will also double. Space for the program has been donated by the Charles County Board of Education and is valued at \$1600 through the year. These resources do not include time and supplies donated by the actual new volunteers and families enrolled in the program.

Collaborators:

This project has involved several community organizations, including the administration and staff of Dr. Mudd School, and the community organizations involved in the Judy Center, a project dedicated to early childhood development in it's first year in this community. More notably, however, have been the efforts of 4-H adult and teen volunteers who have donated time and resources to teach programs, advise new leaders, and generally support the effort to bring 4-H to those youth that will most benefit.

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Other base program areas this program applies to:

Community Resource & Economic Development, Leadership & Volunteer Development

Maryland

R.U.L.E.R.S. 4-H Teen Club

Situation:

The R.U.L.E.R.S. 4-H Teen club services ages 12-19 years old in Landover, Maryland and surrounding communities. These communities also have the highest juvenile offenders rate in the county, public health issues, AFDC cases, number of families receiving food stamps, reported cases of child abuse, neglect, and teen pregnancies. Forty percent (40 %) of the 4-H youth in the R.U.L.E.R.S. Teen Club has been involved in juvenile crime. Instead of intellectual stimulation, they face boredom and stagnation. The non-school hours present serious risk for substance abuse,

crime, violence, and sexual activity, thus leading to unwanted pregnancy and sexually transmitted diseases including AIDS. Time spent alone is a leading crucial contributing factor to high risk. Rather, that where they spent their time and with whom they spent their time leads to positive or negative consequences. There were 25 young people in the program.

Program Description:

The major purpose of the project was to help teens reach their full potential and begin thinking about their future. This was accomplished by teaching life skills such as decision making, creative thinking, and team building.

Teen-Adult Partnership Goals:

- To help adults understand the need for teens to be involved in making decisions especially about programs that affects them and their community.
- To help both adults and teens see the significance in community involvement through collaboration, which can lead to better programs and provide possible avenues for funding youth initiatives for educational enrichment opportunities.

Stakeholder Satisfaction:

One program assistant and three volunteer provided leadership to this project. Forty (40) teens participated in a variety of 4-H projects. Volunteers served as mentors and assisted with many of the workshops. Many of the workshops were hands on learning.

Accomplishments and Impacts:

Teens were provided with leadership activities in their community. They were also provided with activities to enhance and cultivate social awareness, survival skills, responsibility, and mature far beyond teen years in preparation for the future. Some of the workshops were conflict resolution, communication, DADS Make A Difference, Social Etiquette, Golf lesson, Money Management, Leadership and Team building. Through educational enhancement field trips teens experienced positive social interaction which encourages cooperation between teens, self-control through exposing teens to different environments around them, and respect for others.

Some of the educational enhancement field trips included the Greenbrier State Park, Burn Brae Dinner Theatre, Maryland State 4-H Teen Focus, Rock the Boat Cruise, Teen Extreme Camping Trip and B'Smith Restaurant. Our major accomplishment was having over 300 teens and other family members attend our Safe Night Collaboration. Safe Night is a "party-of-sort" planned by teens and adults, with time to learn conflict resolution skills, and to get the straight facts about drugs and alcohol and addressed local community problems and solutions. The rules for the "party" were simply no weapons, no drugs or alcohol, and no arguments. Safe Night belongs to the community!

Resource Commitment:

Governor's Office on Crime Control and Prevention - \$12,000; Safe Street 2000, Iby Now Inc., Diamond of Opportunity Project: \$12,750; SHABACH Food and Clothing Pantry, Home Run.Com, and Giant Food Inc. provided snacks and meals for the teens.

Collaborators:

Collaborators included Maryland Cooperative Extension – Prince George’s County, Maryland National Capital Park and Planning Commission, Delegate Joanne C. Benson, Delegate Darren M. Swain, Prince George's County Youth Golf Training Center, Pucchi School of Social Grace, L.A.R.C, District III Police Department, Columbia Park/Kentland Community Center and A1 Executive Limousine Service.

Contact Person:

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Other base program areas this program applies to:

Leadership & Volunteer Development

Maryland

4-H Therapeutic Riding Program

Situation:

The Carroll County 4-H Therapeutic Riding Program has been an integral part of the Carroll County 4-H program and stands as a true Program of Excellence showing cooperation, dedication of volunteers, and opportunity for all.

Program Description:

The Carroll County 4-H Therapeutic Riding Program offers recreational and therapeutic horseback riding for those who are physically, mentally, or emotionally challenged. Participants come from throughout Carroll and surrounding counties. Many of the children and adults involved do not have the opportunity to participate in activities that more able-bodied people do. Therapeutic Riding uses the horse as a tool to facilitate the physical, cognitive, emotional and social skills of individuals with disabilities. The benefits provided by therapeutic riding include improved muscle tone, balance, increased confidence, sensory integration, social interaction, and speech/language skills.

This particular program is special due to the complete volunteer base it has had since its inception in 1978. The program was started under the guidance of now retired extension educator Bob Shirley. Adult and youth volunteers now staff the program, and are involved in everything from horse care to side-walking, clerical support, and instructing. A 4-H Extension educator sits on the board of directors and advises the group during program planning. Through generous donations from community organizations and individuals, an indoor riding ring was put up so lessons could continue in all weather. Currently, the program runs two classes per evening for four nights a week.

Stakeholder Satisfaction:

The Carroll County 4-H Therapeutic Riding Program holds spring and fall sessions, each lasting about three months. Lessons run four nights each week with two classes meeting each night. Total riders currently number 84 and there is a waiting list. Program instructors are certified through the North American Riding for the Handicapped Association (NARHA) and the program itself was recently accredited by NARHA. Each rider is evaluated by the instructor at the first lesson and then grouped according to need and ability. Lessons are developed to challenge each rider and work on their own individual skills. Volunteers are also given opportunities to attend workshops and special sessions to improve their skills and knowledge of both horse and rider. Satisfaction with this program rates very high with most participants coming back year after year.

Accomplishments and Impacts:

In the 23 years of its existence, this program just continues to grow. Individuals participating have shown much improvement in physical ability including balance, flexibility and muscle tone. Most importantly, they show an increased confidence and joy in life. This past session, one previously uncommunicative rider drew her first picture of a horse in a ring. 29 riders participated in riding competitions for challenged riders through Special Olympics and other organizations.

These riders were consistently in the tops of their classes and received many championship awards. One of the program's horses received the Horse of the Year Award at the Devon Horse Show – the Second year in a row the program has received this honor. In addition to their riding accomplishments, this year the participants took an active part in the county fair entering their own promotional booth, banner, and float in the fair parade. They are excited about their work and learning to function as a real part of the entire 4-H community. One youth volunteer has completed a promotional video for the program as part of his work towards his Eagle Scout Award. Several volunteers are working toward their NARHA instructor certification so that more classes can be offered to meet the needs of those on the ever growing waiting list.

Resource Commitment:

Funds are continually sought to support this program. Riders are asked for a donation to defray some of the cost of keeping the horses, although no one is ever turned away based on the size of that donation. All instructors and staff are volunteers contributing over 5,000 hours annually. Much support is generated through community and individual donations. The Carroll County 4-H Therapeutic Riding Program is regularly listed with other local charities to receive donations. This year a mechanical lift costing \$10,000 was purchased through the generous donations of the Utility Golf Association, Inc. Chamberlain Contractors, Inc, Harold Green, II and Daniel Shaw donated black-topping for the entrance to the indoor facility to make it more accessible for wheelchairs and walkers. Fundraising projects also bring in some support.

Collaborators:

The Carroll County 4-H Therapeutic Riding Program works very closely with several other county organizations including the Carroll County Agriculture Center, The Carroll County Farm Museum, and Carroll County Parks and Recreation. Purina Mills, Bowman's Feed, Western Maryland College Special Education Department, and the North American Riding for the

Handicapped Association are also regularly involved in program sponsorship and advisement. Individual and local supporters are numerous.

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Other base program areas this program applies to:

Leadership and Volunteer Development

Maryland

Food Smart

Situation:

“Food Smart” was developed to improve food safety practices and diets of underserved clientele to increase overall health. Foundations focus outreach to both Hispanic and African-American populations.

Program Description:

Somerset County is an extremely rural county located on the Eastern Shore of Maryland. The total minority population in Somerset County is 49%. We found that the minority population needs were not being met through traditional outreach programs. So, in order to effectively meet the need of the minority population, we focused on individual cultures and how we could meet their needs. We did this through research on cultures and through surveys around the community.

Somerset County has an influx of year-round Hispanic residents living throughout the County. With the Hispanic culture, we found they had strong preferences for the types of activities associated with their heritage. For Hispanic families, “suitable activities” for their children often mean culturally appropriate. Hispanic people tend to choose activities where their cultural ethnicity will influence their children, regardless if they are led by an individual or by corporate teaching. By having a bi-lingual Program Assistant as part of the team we have been able to connect with an outreach program to Hispanic individuals throughout the county.

This county also has a large population of African Americans. We found a perception that historically African Americans have been treated unfairly throughout Somerset County. So they often do not welcome outside assistance into their communities and families. By building a relationship with local community leaders, we have been able to develop a close working partnership with this ethnic group. The African-American population has a strong religious base, which, in turn, relates to strong faith communities. Focusing on this faith foundation and working hard to build trust, we have been welcomed in the local churches. Pastors and church leaders made us aware that this community often faces abusive situations and extreme poverty. They

shared that many families often do not have the knowledge or the means to prepare nutritious foods. They assisted in the promotion of our programs throughout their churches.

Stakeholder Satisfaction:

The Food Smart program was held weekly at Costen Recreation Park, Seton Center, Princess Anne Primary, Marion, Deal Island, and Crisfield. Through our collaboration with local agencies, we established an ongoing working relationship to ensure that all youth and their families have access to nutritional assistance programs. Many families were not benefiting from available services because access was limited in some way. Families either did not know about the service, the process to reach out to service was complicated or time-consuming, services did not operate during convenient hours or locations, or there were language or cultural barriers. We improved access to services through outreach efforts, which included assisting families in making initial contacts with cooperating agencies at the “Food Smart” locations. When families met representatives from assistance agencies at these locations they had the opportunity to find out what services were available to meet their needs. These meeting locations were also non-threatening to families who may have had previous experiences where they felt unwelcome.

Accomplishments and Impacts:

We have evaluated the youth at the program sites by using pre-, mid-, and post- tests. Our first session ran from August to December. Initially we began with about 30 youth at two sites and increased this effort to include more than 100. The tests revealed a significant improvement over the four-month period. In the beginning stages 100% of the youth who took the pre-test were not able to follow the US Dietary Guidelines to correctly use the food label. After the youth had participated in the nutrition education program 85% were successful in performing this activity. Another positive impact was that children are now able to plan healthy meals using the Food Guide Pyramid. The participants also reported they were shared this information with their parents. So, a secondary impact is that parents were learning important nutrition facts through their children. Thus we demonstrated a change in behavior in youth and parents as they both learned and began implementing the educational objectives we had set forth for the project. Our observations revealed children participating in our programs gained self-esteem and developed a greater sense of belonging. Directly tied to this last observation is the indirect impact that when children shared their knowledge with their parents they strengthened familial relationships and increased family bonding.

This program recently won the Maryland Cooperative Extension’s, “Excellence in Programming for Diversity Award. It has also been nominated for the CSREES 2001 Annual Award for Diversity.

Resource Commitment:

Somerset County has extremely limited funds so the program was run by the 4-H Educator and EFNEP Program Assistant with materials and resources that were already available in the county office.

Collaborators:

Collaborating partnership include Local Management Board, Somerset County Board of Education, Somerset County Health Department, and the Family and Consumer Sciences Educator.

Contact Person

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Other base program areas this program applies to

Nutrition, Diet, and Health

New Jersey

H.A.Y. – HORSES AND YOUTH

Situation:

The four major categories of risk behavior in adolescence are identified as drug and alcohol abuse, teen pregnancy and unsafe sexual practices, school under achievement and/or drop out, and delinquency, crime and violence. Education data indicates that at-risk communities in Atlantic County have a significant rate of high school dropouts and poor attendance – Atlantic City had an 18.9% drop out rate, and Pleasantville had an 11.5% rate. In Atlantic County, an estimated 15.4% of our children (1998 Kids Count, New Jersey) live below the poverty level and the county has experienced a 40% increase in juvenile assaults and misdemeanors. While Atlantic County has improved its ranking for juvenile arrests, it still ranks 13th out of 21 counties and the juvenile commitment rate shares 7.1% of the state average, ranking 15th.

In addition to these immediate risk factors, Atlantic County youth - especially those in our at-risk communities - have a fatalistic attitude regarding their futures and successes in the working world. Youth need more opportunities to develop attitudes and values that will prepare them for more productive, fulfilling, and contributing adulthood.

Program Description:

Horses and Youth (HAY) is an innovative program designed to reduce recidivism and serve as a comprehensive prevention/intervention strategy. Juvenile offenders and at-risk youth from Atlantic City, ages 12 to 18, took part in the four phases that make up HAY: life skills development, horse care and management, horsemanship, and aftercare. The goal of HAY – Horses and Youth is to provide prevention strategies for young people by helping them gain competencies, self-confidence, group interaction capabilities, leadership skills, and opportunities to explore non-traditional vocations.

Exposing at-risk youth to horses and horsemanship may seem naïve until the realization that the horse industry in New Jersey is valued at \$6.5 billion and the Garden State has more horses per

square mile than Kentucky. Future careers are not the only possible outcomes. By teaching responsibility and respect for a thousand pound horse, they will also learn responsibility for their own actions and self-respect.

Strategies focus on the three general characteristics of effective programs identified by Roth (1997). These characteristics are: 1) the more features of the framework, the more likely to promote positive youth outcomes; 2) caring adult-youth relations are central to program effectiveness; and 3) program sustainability is related to program effectiveness. The core areas of development concentrate on:

- **LIFE SKILLS DEVELOPMENT** – participants will leave the program prepared to participate in a socially acceptable manner in mainstream society and able to cope with the societal problems they, their families, and their communities face on a daily basis.
- **FOUNDATION SKILLS DEVELOPMENT** – participants will develop abilities in thinking skills and personal qualities as identified by SCANS. These include thinking, reasoning, goal setting, relating, and communicating with others, evaluative skills, self-assurance, integrity, and responsibility. The developmental framework will be provided through hands-on horse education activities and riding lessons.
- **WORKFORCE READINESS** – youth will develop the necessary interpersonal and coping skills for entering the workforce. They will discover their own personal career and educational goals.

A six-week pilot program was held as part of Atlantic City's Summer Day Camp Programs. Each participant attended five-hour sessions, five days a week – four days they went to a local farm to learn horsemanship and horse care and management. One day a week they participated in life skills, workforce preparation, and basic horse science activities.

Stakeholder Satisfaction:

As a result of the pilot program, an additional grant was secured to extend the program from six weeks to 26 weeks to increase and address youth-adult relationships and program sustainability.

Accomplishments and Impacts:

A total of 17 youth – seven female and 10 male, grades 5 to 10, participated in the six-week summer program. An additional 50 youth were targeted to participate in the 26-week program. Participants completed a *Horses and Youth Life Skills Goal Record* at the beginning and end of the program. Results are listed below.

Self-Ratings on a scale of 1 to 4; 1= Not at All; 2=A little; 3=Some; 4=Very Well

	Pre Rating (average)	Post Rating (average)
Anger Management/Conflict Resolution	1.5	3.4
Leadership	1.8	3.8
Self-Awareness/Worth	1.25	3.75
Problem Solving	1.875	3.25
Interpersonal Skills	2.5	3.7
Workplace/Marketable Skills	2.2	2.9

Resource Commitment:

A grant of \$5,000 was received from the Atlantic City Housing Authority for the six-week pilot program. Rutgers Cooperative Extension provided a \$10,000 matching grant to support the follow up 26-week project. Vision 2000, a non-profit faith based organization, provided the match.

Collaborator:

Rutgers Cooperative Extension, Atlantic City Housing Authority and Vision 2000.

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New Jersey

4-H Farmers Markets Contributing To Community Health and Self-Sufficiency

Situation:

This program was designed in response to critical needs in the urban communities of Asbury Park and Long Branch: 1) lack of employment opportunities for urban youth 2) inaccessibility of farmers markets to low income families, resulting in low redemption rate of Women's, Infants and Children (WIC) produce vouchers. A New Jersey Department of Health and Senior Services tri-county study revealed that only 30% of the WIC produce vouchers had been cashed due to inaccessibility of the markets.

Program Description:

Through this program, youth operate 4-H farmers markets, selling Jersey Fresh produce to the community. The local agricultural community supplies the produce. The youth farmers markets are a part of the Workforce Preparation initiative of the 4-H Youth Development department. The farmers market program originated out of the Nutritional Sciences Department of Rutgers University. The 4-H Agent in Monmouth County has developed sites in Long Branch and Asbury Park, each one reflective of the grassroots efforts unique to that community. In each community, the 4-H farmers market was erected next to the WIC voucher distribution site, thus permitting easy access.

Stakeholder Satisfaction:

Since 1997, approximately 1000 individuals have been served by the 4-H Farmers Markets. In a survey of farmers market patrons, they revealed the following: 1) appreciation that WIC produce vouchers could now be cashed for Jersey Fresh produce 2) encouragement to see that the need for an accessible farmers market was finally being met 3) satisfaction to see youth involved in such a productive activity.

Accomplishments and Impacts:

1) There has been an increase in WIC produce voucher cashing as a result of the 4-H farmers markets 2) Of those who were employed to operate the 4-H Farmers Markets, evaluations indicate that they have improved in teamwork ability, ability to relate to customers, appreciation of employment requirements, understanding of the community, math skills, and knowledge of produce and nutrition. Over 70% revealed that they had applied work skills learned at the farmers market to their lives, particularly the ability to work as a team member, communication skills and math skills. 3) Over 300 youth and over 65 adults have participated in farmers market training workshops. The 4-H Agent developed a customer relations training session "Would You Buy Produce From This Person?" incorporating role-playing customer/farmers market worker situations. Evaluations indicate that, as a result of participation, participants learned that sales effectiveness is influenced by one's knowledge of the sales product, and one's verbal and non-verbal communication. 4) Professionals attending the 4-H Agent's presentations at state and national conferences expressed interest in replicating the 4-H farmers market program in their New Jersey communities and outside of the state. 5) The Juvenile Justice Commission and the Food Bank of Monmouth/Ocean Counties have submitted grant proposals for future 4-H Farmers Markets. 6) Senior citizen voucher distribution has been expanded for this year, and the existence of the 4-H Farmers Markets delivery system has provided an outlet for senior citizens with limited mobility to obtain Jersey Fresh produce.

Resource Commitment:

Funding includes \$25,500 for the Asbury Park 4-H Farmers Market from the federal Safe and Drug Free Schools grant, \$26,000 from the New Jersey Department of Health and Senior Services program for the Long Branch 4-H Farmers Market, and \$4400 from the New Jersey Department of Agriculture for Jersey Fresh promotion. Transportation assistance has been provided by the Asbury Park Youth Corps and the Long Branch Housing Authority.

Collaborators:

Asbury Park Youth Corps, Americorps, Asbury Park Board of Education; Brookdale Community College; Asbury Park High School/Job Training Partnership Act ; Atlantic Farms; New Jersey Department of Agriculture; New Jersey Department of Health and Senior Services; Rutgers University, Rutgers Cooperative Extension of Monmouth County Agriculture and Family and Consumer Sciences departments; Long Branch Housing Authority; A&J Produce; Visiting Nurses Association of Central Jersey

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Other base program areas this program applies to:

Nutrition, Diet and Health; Community Resource and Economic Development; Agriculture; Family Development and Resource Management; Leadership and Volunteer Development

4-H After-School Clubs and Summer Discovery

Situation:

Washoe County, in western Nevada, has a highly transient population, and certain schools have a particularly high concentration of low-income and transient families. Children at these schools benefit greatly from structured after-school and summer activities, enhancing their academic performance and desire to stay in school. All youth benefit from relationships with caring adults. A guideline suggests that children need at least three to five caring adults in their lives. It may be difficult for children of single-parent families, parents who work two or more jobs and two wage-earner families to have relationships with caring adults other than their parents. If children are home alone after school, their opportunities to develop, maintain and sustain relationships are lessened. Out-of-school programming staff can provide an added stable, reliable source of support for children's total development, as well as their academic performance.

Program Description:

After-school programs are conducted at seven high-risk elementary schools that serve 235 low-income and homeless youth. The children received help with their homework and participated in other activities including reading and educational games. They also received an after-school snack. In addition, 400 children participated in the Summer Discovery program at three sites. The youth were taught work and social skills and were encouraged to build on their academic skills in reading, math and science.

Stakeholder Satisfaction:

During 2000, nearly \$400,000 was secured to conduct this youth development program. Twelve staff members assisted in delivering the programs.

Accomplishments and Impacts:

Data analyses indicate the programs have had a statistically significant impact on the reading grades of participants in kindergarten to second-grade; third through seventh-grade students showed a significant increase in their handwriting, music and physical education grades. Trends were noted for improved academic grades and social skills for students of all ages. Staff ratings showed a significant increase in students' assertive skills.

Resource Commitment:

Funding is from a Nevada Community Development Child Care Block Grant, Child Adult Care Food Program grant, Reno Housing Authority grant and a gift from the E.L. Cord Foundation. Resources of staff and space are provided by Washoe County School District, Reno Housing Authority and University of Nevada Cooperative Extension.

Collaborators:

Same as above, plus local schools, parents and community centers.

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Other base program areas this program applies to:

Leadership & Volunteer Development
